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ABSTRACT

This report presents an overview and the philosophy of a particular Summerbridge National Project program conducted at the San Francisco University High School. The program offers talented and diverse middle school students an intense 6-week academic enrichment program taught by bright, motivated high school and college students. The program prepares rising seventh and eighth graders for success at academic high schools, and provides opportunities for high school and college students to have an intensive experience in teaching and administration. Areas examined include the program's mission statement, a fact sheet about the program, course listings, summer activities, the summer calendar, the program admissions process and calendar, a statistical profile of the students, results of Summerbridge graduates, and information on the teaching staff and program directors. Year-long and summer planning calendars and the 1992 program budget conclude the report. (GLR)

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Summer Bridge Network

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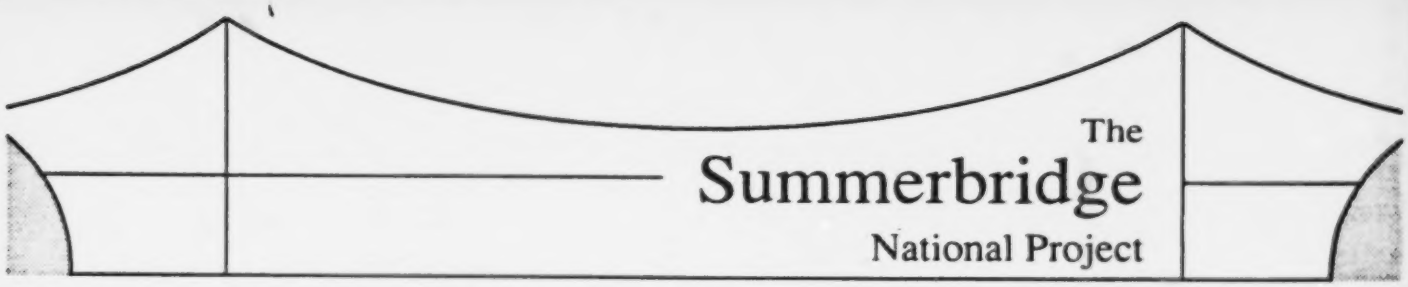

Dear Reader:

No easy words exist to describe a Summerbridge Project; or rather, too many of them do. Summerbridge is a skills-based summer academic enrichment program for public and parochial school students, most from economically disadvantaged homes. At the same time, Summerbridge is also a year-round institution that provides students ongoing tutoring, academic advising, advocacy, and emotional support. Furthermore, the program is a training ground for talented, motivated high school and college students, who comprise its entire teaching staff and much of its administration. Thus, Summerbridge not only gives younger students the skills and motivation they need to succeed in academic high schools but also provides older students the chance to learn what the profession of teaching is all about.

Summerbridge could be described as a "workshop in education," since the term suggests the program's two most constant characteristics of the program: activity and rigor, on the one hand, and refinement of the program on the other. In this way, Summerbridge serves as a forum for curricular experimentation by combining the wisdom of experience with the innovation of bright, enthusiastic young minds.

The first Summerbridge was founded in 1978 at San Francisco University High School under the leadership of Dennis A. Collins, Headmaster and Lois A. Loofbourrow, Summerbridge Director. Affiliated programs, members of the Summerbridge Collaborative, now exist at the Isidore Newman school in New Orleans; The Derryfield school in Manchester, New Hampshire; Summerbridge Prep -- A San Francisco Unified School District Program; Making Waves at The Branson School in Ross, California; Kentucky Country Day School in Louisville; Ransom-Everglades School in Miami; The Wheeler School in Providence, Rhode Island; Riverdale School in the Bronx, New York City; Benjamin Franklin Public High School in New Orleans; and Longfellow School/Harvard Collaborative in Cambridge. Further schools are slated to start in 1993 and 1994. In addition, international programs are currently sponsored in Prague, Czechoslovakia and at the Island School in Hong Kong.

The information packet is a brief overview of a specific Summerbridge project -- Summerbridge San Francisco at University High School -- and its philosophy in general. Although this description attempts to convey what all of the programs share -- a commitment to helping students teach and learn -- its focus on the San Francisco program is incidental. Various programs have developed independently in accordance with the needs and resources

of the community in which they are located, but each reflects the principles and ethos of Summerbridge. However, the unique qualities in each of the projects are, indeed, a testament to the vital quality of the collaboration. Materials on each of the workshops are readily available upon request from The Summerbridge National Project; we also invite you to contact the programs independently for more information or to schedule a visit.

The Summerbridge National Project is a resource center for existing programs and also offers materials, staff support, consultants and funding for schools or organizations interested in joining the Summerbridge Collaborative.

We welcome your interest and questions.

Sincerely,

Lois Loofbourrow
Executive Director
The Summerbridge National Project

Peter Esty
President, Board of Trustees
The Summerbridge National Project
Headmaster, San Francisco University High School
(415) 346-8400

LAL:s
Encl.

INFORMATIONAL PACKET

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INTRODUCTION

GENERAL INFORMATION

SUMMERBRIDGE SAN FRANCISCO: Summerbridge offers talented and diverse middle school students an intense six-week academic enrichment program taught by bright, motivated high school and college students. The program prepares rising 7th and 8th graders for success at academic high schools; just as important, however, it provides opportunities for high school and college students to have an intensive experience in teaching and administration. In general, the goal is for the students of all ages to challenge themselves and grow as leaders. Summerbridge has been a vital part of San Francisco University High School (UHS) since its inception in 1978.

It is important to understand that Summerbridge is a "Workshop in Education" and not a "school". It is a place where promising young students come to stretch themselves academically and where promising young teachers come to learn about teaching. The program is for the staff as much as it is for the students. We are deeply committed to encouraging and preparing talented young people to enter the field of education.

Lois Loofbourrow
Founding Director, Summerbridge

THE PROGRAM AS A MODEL: The Summerbridge National Project actively assists schools and programs wishing to initiate their own academic outreach program. This Information Packet introduces the program by using the San Francisco Summerbridge Program as an example; other Summerbridge affiliated programs have developed their own methods and represent different communities. All consulting and materials are free, and The Summerbridge National Project will entertain proposals for funding the start-up summer for new Summerbridge-modeled programs. Further information is available through:

The Summerbridge National Project
3065 Jackson Street, San Francisco, CA 94115
Phone (415) 749-2037 Fax (415) 794-5282

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SUMMERBRIDGE SAN FRANCISCO MISSION STATEMENT

The Summerbridge program was founded and is sponsored by San Francisco University High School. It serves to make explicit San Francisco University High School's commitment "to reflect, to learn from, and to contribute to the richness of our urban environment."

As a "workshop in education", Summerbridge has five interrelated goals:

I. To identify, recruit, and prepare public and parochial middle school students with high academic potential for success in top academic high schools. The students selected to participate in Summerbridge will reflect our society's population, especially those whose educational opportunities are limited.

II. To contribute to the social, economic, and ethnic diversity of San Francisco University High School's student population and to the enrichment of the educational experience San Francisco University High School offers its students.

III. To encourage talented high school and college students--especially students from those groups who are currently underrepresented in the field of education--to enter the field of education.

IV. To maintain a commitment to self-examination, organizational learning, and continued refinement of the program model.

V. To disseminate the Summerbridge program model, by serving as a catalyst and support for schools and programs wishing to initiate their own unique "workshops in education".

Our mission, then, is to create opportunities, provide transitions, and offer on-going support and advocacy for three different constituencies:

- ❑ Summerbridge students and their families
- ❑ high school and college students, be they Summerbridge graduates or past staff
- ❑ schools and organizations interested in starting Summerbridge-type programs

We believe firmly in Summerbridge as a "workshop in education" where the students and staff and, in many cases, administrators, take risks, make mistakes and challenge themselves--thereby becoming engaged and inspired by the process of education.

Summerbridge is an intensive, comprehensive program. We strive to see our young people as members of families, neighborhoods, and communities. We believe that we must always be prepared to embrace change as we strive to meet the needs of our students--be they in middle school, high school, or college.

This mission statement was adopted by Summerbridge at San Francisco University High School. The Summerbridge National Project is developing its own mission statement for collaboration and adaptation of the Summerbridge model. Other schools and programs will define their own missions to meet the needs of their constituencies.

SUMMERBRIDGE FACT SHEET

Summerbridge: A unique workshop in education where gifted middle school students — 75% of whom are ethnic minorities — from the public and parochial schools of San Francisco come together with talented high school and college students interested in teaching for an intensive six week academic summer program. The program has been housed and has been an integral part of San Francisco University High School since 1978. Summerbridge is a tuition- free program.

OBJECTIVES:

* Encourage and prepare students from public and parochial middle schools to enter strong academic high schools.
* Encourage and prepare students from outstanding high schools and colleges to become teachers.

RESULTS:

* 92% of the students have gone on to strong academic high schools. 35% have gone to independent high schools, including University High School.
* Summerbridge graduates are enrolled in top colleges around the country, including Stanford, Berkeley, Yale, Harvard, Columbia, and Brown.
* 64% of the college staff have gone into teaching after graduating from college.

STUDENTS:

* Actively recruited from and with the involvement of public and parochial schools of San Francisco.
* Fifty talented 6th graders selected annually from over 300 applicants.
* Commit to two summers, an optional third summer, afterschool classes during the school year, and high school counseling during the 8th grade.
* 140 total students (incoming 7th, 8th and 9th graders) enrolled each summer.
    - 75% are ethnic minorities (reflecting the San Francisco public school population).
    - the students represent the range of economic backgrounds inherent to the San Francisco area.

TEACHERS:

* Recruited from strong academic high schools and top colleges nationally.
* Forty-five selected from over 140 applicants and receive only modest compensation.
* Provided with intensive training by master teachers, who remain as resources for the first two weeks of the program.
* Responsible for curriculum development, preparation and teaching of academic courses and electives, academic advising, much program administration, leadership of clubs, and trip organization.
* Each prepares and teaches 3 academic classes and one elective.
* Provide role-models and friendship to the students.

THE SUMMER PROGRAM:

* Each student takes:
    - 5 academic classes in the morning (classes offered include Literature, Writing, 6 levels of Math, 4 lab Sciences, Foreign Languages, History and more)
    - 2 electives (arts, sports, drama) in the afternoon, and participates in the many field trips, events and afterschool activities.
* Class size is small — five to seven students per class, with opportunities for tutorials as well.
* The work is demanding, skill-based, and geared to prepare students for success in rigorous high schools.
* Leadership and community service are stressed.
* Fun, exercise, and creative work are crucial to the process.

THE LONG TERM INVOLVEMENT:

6th Grade: apply to Summerbridge...placement tests.
Summer: first summer of program.
7th Grade: afterschool classes and tutoring...SSAT tests... continued academic commitment at school.
Summer: second summer of program.
8th Grade: high school counseling and applications...afterschool classes...SSAT tests.
Summer: Newbridge Program (optional).
High School: many Summerbridge students return as Teaching Staff.

STAFF: Summerbridge is run year round by two full-time directors and a part-time administrative assistant.

HISTORY:

Summerbridge was created in 1978 by the University High School Board of Trustees as a way of reaching out to students in the San Francisco community. It began with 35 students, 5 adult teachers, and 10 student aides.

FUNDING: Partial funding for Summerbridge is provided by the InterPacific Group. Sustaining funds are raised through San Francisco University High School, whose Board of Directors regards the program as an integral part of its curriculum and a commitment to the community.

THE PROGRAM AS A MODEL: Summerbridge is interested in working with other schools desiring to start similar programs. The directors are available for consulting and encourage those interested to visit the program.

THE SUMMERBRIDGE STORY

In 1976, a Board of Trustees ad hoc committee was charged with creating a program that would benefit children in San Francisco too young to attend University High School. The committee's recommendation was to create a summer enrichment program for 6th and 7th graders. This, they felt, was consistent with what UHS did best -- educate the brightest students. It was also decided that tuition would be free.

The committee raised some controversial questions. Would Summerbridge be only for economically disadvantaged and/or students of color, or for the best and the brightest of San Francisco's public schools who might not otherwise have the opportunities offered at an independent school? If the latter, would students in the public schools whose families could pay be eligible for a tuition-free program? What were the advantages of bringing together bright students from diverse economic and ethnic backgrounds? Did low income families want their children involved in "private" school? Weren't all the really bright students in San Francisco from upper income families already in private schools? Was breaking down stereotypes a goal and a reason in itself for Summerbridge?

> The real issue was outreach, social responsibility, commitment to community, and then also public-private partnership--the whole notion of finding some vehicles, some venues where public schools and non public schools could work together toward the common good.
>
> Dennis Collins
> Founding Headmaster,
> San Francisco University High School

Mixing talented and motivated students from a cross-section of ethnic and economic backgrounds became a fundamental priority of the program. Bringing students together for a common purpose could offer an opportunity to break down some of the stereotypes about private and public schools, as well as class and ethnic distinctions, while achieving strong academic goals.

While Summerbridge was never looked upon as a "pipeline" for UHS, many Summerbridge students would eventually apply and be accepted not only to UHS, but also to other rigorous independent schools.

When Summerbridge began in 1978, it was an academic enrichment program with six senior teachers, ten high school teaching assistants, and thirty-five students. It has since evolved into a rigorous preparatory program for middle school students and an innovative school of education for the high school and college staff.

It did not take long after the first summer for the identity of the staff to change. During the first summer of the program, several of the high school teaching assistants took over classes for a teacher who had fallen ill. By the next summer, the entire Math Department was comprised of high school students. During that same summer, an art teacher was needed, but no salary was available. A UHS graduate attending the University of Oregon was interested, and a small stipend brought her onto the staff. Between the second and third summers, a formal application process was designed, and high school and college students from all over the country began applying to teach at Summerbridge.

When high school and college students replaced professionals in the classroom, they also took on the jobs of planning, advising, meeting with parents, and administering parts of the program. These high school and college students were also strong role models and great friends for their young charges. The adult master teachers, once the only teachers at Summerbridge, still played an important role by offering extensive staff training, observing and evaluating classes, and providing resources and support for the young teachers. What was initiated out of economic necessity became a major part of Summerbridge's "workshop in education". Many of the changes at Summerbridge, in fact, were often the children of economic necessity.

Summerbridge is evidence that human resources can be stretched and that the unimaginable *can* be done with limited resources. Perhaps the genius of the program is the expectation for everyone to achieve in all areas - academics, collegiality, leadership, and the expression of their wildest imaginings. Whether it be a successful literary magazine designed and written by the literary club, or a hysterical skit performed by students and staff at an all school meeting, everyone works hard, plays hard, learns much, gets embarrassed, and enjoys the many dimensions of the experience.

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THE SUMMER

SAMPLE OF COURSE LISTINGS

Courses change according to student needs and staff expertise

Morning Academic Courses

English

Literature
Writing Workshop A & B
Study Skills
Speech and Leadership
Literature Honors
Poetry
Speech and Debate
Creative Writing Workshop

Math

Math A: fractions, decimals, percents review
Math B: basic skills, integers, pre-algebra
Math C: basic algebra--integers, variables
Math D: two - variable algebra, graphing equations
Math E: advanced math--logic, probability, geometry
Math F: geometry for Newbridgers
(Depending on placement)
Advanced Computer

Science

Biology
California Natural History
Chemistry Honors
Physics
Biology Honors
Chemistry
Environmental Science
Physics Honors

Foreign Language

Ancient Greek
Hindi
Russian
Chinese
Japanese
Spanish
French
Latin

Social Studies

America As a Melting Pot
Great Art, Great Artists
Latinos in U.S. History
Psychology
The Soviet Union
Language & Culture of India
Geography
Latin America-20th Century
Native American History
Revolutions Around the World
The United States Since 1945
Black History

Afternoon Courses

Ad Agency
American Sign Language
Ballet
Beginning Recorder
Costume Design
Fantasy Role-Playing Games
Improvisation
Literary Journal
Newspaper
Photography
Self-Defense
Soccer
Summerbridge Singers
Techniques of Acting
Ultimate Frisbee
African Dance
Animation
Basketball
Chess
Exploring Latin American Culture
Fitness, Dance and Juggling
Jogging for Fun
Media Madness
Percussion Ensemble
Reader's Theater
Sketching and Painting
Softball
SummerStep (Modern Dance)
Tennis
Volleyball

DAILY SCHEDULE

Here is an example of a Summerbridge student's daily schedule.
Note that academic courses are in the morning, and mini-courses in the afternoon.

SCHEDULE FOR: Celeste Young

PERIOD #	TIMES	CLASS	TEACHER	SCHOOL
1st	8:25 - 9:05	Math C	Reba Brindley	U.C. Berkeley
2nd	9:10 - 9:45	Lit. Honors	Andrew Lovett	Harvard University
	9:50 - 10:15 ALL SCHOOL MEETING - LIBRARY			
3rd	10:20 - 10:55	Greek Myths	Stacey Rees	Barnard College
4th	11:00 - 11:35	Speech and Leadership	Olase Freeman	Urban School
5th	11:40 - 12:15	Calif Natural History	Maria Peters	University High School
	12:20 - 1:10 LUNCH AND ACTIVITIES			
Mini-A	1:15 - 2:10	American Sign Language		
Mini-B	2:20 - 3:15	Ultimate Frisbee		
	3:20 - 3:30 DISMISSAL ASSEMBLY - AUDITORIUM			

-AFTER SCHOOL ACTIVITES-

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SUMMERBRIDGE CO-CURRICULAR ACTIVITIES

"Learning by doing" -- experiential education -- is a vital component of Summerbridge field trips and other major activities play an important role in the summer program's curriculum. These activities also require and develop certain skills, including:

- ❑ taking positive risks
- ❑ knowing how to deal with and have fun in new situations
- ❑ asking good questions
- ❑ working in a group
- ❑ getting around the city

Listed below with brief descriptions is a sample of the varied activities that occur during the summer.

FIELD TRIPS

City Day, 7th grade: Students explore different parts of San Francisco where they play out a detective story, interview various types of people, visit and attempt to characterize different neighborhoods in the city, and finally, write a description of their experiences.

City Hall Day, 8th grade: Students visit the City Hall area of San Francisco, where they are faced with several tasks: solving a "City Hall Problem" which immerses them in the bureaucracy of City Hall; writing a sonnet about a building in the City Hall area, and finally, locating the newspaper front page from the day they were born in the main library. Students later add their own birth to the events of that day and prepare a new fictional newspaper for display.

Scavenger Hunts: This is no ordinary hunt! Groups travel to different areas of the city and create or discover such items as spontaneous applause, proof of the group's brilliance, ten minutes of advice from a CEO, or an example of serendipity.

Workathon: The program's only fund-raiser, the Workathon takes clubs into the community to do volunteer work. The students in their club groups select a placement and get sponsors for the work they do: helping the elderly, cleaning up beaches, working in a pre-school, etc.

Occupational Field Trip Day: Business firms around the city host a group of students for the morning. Students write resumes that are sent to the placements before their arrival, and learn a little about the business world from Career Speakers Day. On the day of the trip, students are introduced to the operations of the business and are taken out to lunch by a group of employees.

ACTIVITIES

Spirit Day: Clubs reveal their secret club name on this day by dressing accordingly and then presenting a skit at the Spirit Day assembly. Awards are presented for best skit, most original name, and of course, most spirited club.

Career Speakers: In order to prepare students for Occupational Field Trip Day, businesspeople from all over the city come and talk with groups of students and staff about their professions. Policemen, designers, politicians and journalists have attended. Question and answer sessions are integral parts of the presentation.

Olympics: Students participate by clubs at the Olympics, in physical (football/frisbee throw, running, obstacle course) and mental (mental math, Pictionary, spelling bee) events. Cooperation and spirit are emphasized over competition.

Celebration: Celebration is the culmination of Summerbridge. Held on the Saturday evening after the final day of the program, Celebration allows the students and staff to display their talents to the parents and friends of Summerbridge through skits, songs, art and academic displays around the school, and a photographic art show which captures the activities and spirit of the program.

The Workathon made me aware of some of the problems in my community. I think it makes people realize that things do need to be done.

Rhonda Ross
Summerbridge 1989
The Urban School 1993

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SUMMERBRIDGE / NEWBRIDGE 1991

June 24, 1991 - August 3,1991
School opens 7:00 am and closes 4:45 pm
Classes begin 8:25 am and end at 3:35 pm

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
JUNE	17	18	19	20	21
	STAFF TRAINING				
	24 (A) (M) (B) **PROGRAM STARTS!** *Club Lunch*	25 (A) (M) *Class Meeting*	26 (A) **ALL DAY FIELD TRIP** 7th - City Day 8th - City Hall Day 9th - Leadership Workshop	27 (A) (M) (B) *Club Lunch*	28 (A) **SPIRIT DAY!** 1:00 - 3:00 **DANCE** 3:00 - 4:45
JULY	1 (A) (M)	2 (A) (M) *Class Meeting*	3 (A) 7TH AND 8TH SCAVENGER HUNTS 9TH DOWNTOWN DAY (B)	4 **HOLIDAY** NO SCHOOL STAFF RETREAT	5 (A) (M) **DANCE** 3:30-4:45
	8 (A) (M) **CAREER SPEAKERS** 8:25 - 9:15	9 (A) (M) *Class Meeting*	10 (A) OCCUPATIONAL FIELD TRIP DAY 7th, 8th H.S. Afternoon 9th	11 (A) (M) (B) *Club Lunch*	12 (A) (M) **DANCE** 3:45-4:45
	15 (A) (M)	16 (A) (M) (B) *Class Meeting* Song Practice	17 (A) **WORKATHON** 1:30 - 4:30	18 (A) (M) (B) *Club Lunch*	19 (A) Song Practice/ Improv Workshop 1:00 - 3:30 **DANCE** 3:30-4:45
	22 (A) (M)	23 (A) (M) (B) *Class Meeting* *Club Lunch*	24 (A) **OLYMPICS!!** 10:00 - 4:00 **CLUB DINNER** 4:30 - 7:30	25 (A) Song Practice	26 (A) Drama and Stage Rehearsals 1:30 - 4:00 Talent Show 4:00 - 5:30
AUG	29 (A) (M)	30 (A) (M)	31 (A) Literature Finals 8:30 - 10:00 Mini-Course Showcase Extravaganza 1:30 - 3:00	1 (A) Celebration Practice 1:00 - 3:00 School Clean Up 3:00 - 4:00	2 (A) Last Rehearsal 1:00 - 3:00 FINAL DANCE 3:30 - 5:30 Final School Clean Up 5:30 - 6:30

(A)- Academic Morning Classes [M]- Afternoon Mini - Courses (B) Bag Lunch Mandatory

Saturday, August 3,1991 CELEBRATION EVENING

7:00pm - 10:00pm

THE STUDENTS

SUMMERBRIDGE SAN FRANCISCO ADMISSIONS

RECRUITMENT:

Students usually learn about Summerbridge in the winter of 6th grade, when the Directors visit most of San Francisco's public and parochial middle schools and speak directly to them about the program. Often teachers will encourage members of their class to apply when they believe the students will benefit from the program. Anyone can apply to Summerbridge, but everyone is informed that admission is very selective.

The whole experience was incredible for me. I finally met kids who went to school to learn--just like me. I felt normal for the first time in my life.

Eric Watkins
Summerbridge 1987
San Francisco University High School 1991
Pomona College 1995
Summerbridge Prep Staff 1991

ADMISSIONS CRITERIA:

The admissions process is selective and is conducted by the Summerbridge Admissions Committee - composed entirely of high school students, most of whom went to or taught at Summerbridge themselves. The Admissions Committee looks for students who have the potential to succeed in an academic high school, though not all of those selected students have straight A's. The Admissions Committee makes a special effort to recruit students who are economically disadvantaged and those who are under represented in gifted and talented programs . The program is free, so a family's ability to pay is not a limiting factor in admissions.

The Admissions Committee seeks students whom they think can meet the following expectations:

- ❑ set and pursue high goals for themselves
- ❑ be honest about academic strengths and weaknesses
- ❑ be responsible for their involvement in the program
- ❑ be self-motivated
- ❑ take chances by trying new things
- ❑ have a sense of humor
- ❑ communicate with the teachers and staff in the program
- ❑ commit to at least a two-year involvement

Summerbridge families must assume the following obligations if their child attends the program:

- ❑ schedule all vacations around the dates of the program
- ❑ support their children during the summer
- ❑ be involved in their child's high school admissions process
- ❑ attend parent conferences
- ❑ volunteer in the program in some meaningful way

The program has helped me start to realize many of my dreams for a good education.

Esseye Kefelgne
Summerbridge 1987
The Athenian School 1991
University of San Francisco 1995

THE APPLICATION:

Prospective students must complete an application. The application consists of the following:

- ❑ a handwritten statement by the applicant
- ❑ a Skills Test
- ❑ a Parent Statement completed by the applicant's parents or guardians
- ❑ two current teacher recommendations
- ❑ the student's transcript

Summerbridge Admissions Calendar

December	**Informational Mailing to Schools**
January- February	**Summerbridge Recruiting Presentations to Public and Parochial Middle Schools**
Late February	**Math and Writing Skills Testing for all Applicants**
Early March	**Application Due Date**
Late March	**Notification letters mailed by Admissions Committee**

RETURNING FOR A SECOND SUMMER

Though the summer program is the most important component of Summerbridge, year-round involvement is crucial. It is essential that students return to their respective schools and put into action the academic and leadership skills that they have acquired during the summer. In order to return for their second summer, students must receive at least one quarter of all A's and B's on their report card, communicate with the program's Directors, and return all forms promptly.

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STUDENT STATISTICAL PROFILE

Ethnic diversity is fundamental to the Summerbridge experience. Here is a breakdown of the ethnic backgrounds of Summerbridge students during summer 1991:

20% Asian
27% Black
18% Caucasian
22% Hispanic
8% Filipino
5% Other

One hundred students from over thirty middle schools attend each summer. Summerbridge students have come from, among others, the following public and parochial schools:

PUBLIC

A.P. Giannini
Aptos
Benjamin Franklin
Claremont (Oakland)
Everett
Francisco
Herbert Hoover
Horace Mann
James Denman
James Lick
Luther Burbank
Malcolm X (Berkeley)
Marina
Martin Luther King Academic
Potrero Hill
Presidio
Roosevelt
SF Community
Visitacion Valley

In 1991, 61% of the students came from public schools.

PAROCHIAL

Epiphany
Notre Dame des Victoires
Our Lady of the Visitation
St. Anthony's
St. Charles
St. Dominic's
St. Elizabeth's
St. Emydius
St. James
St. John's
Mission Dolores
St. Paul's Intermediate
St. Paul of the Shipwreck
St. Peter's
St. Stephen's

In 1991, 39% of the students came from parochial schools.

SCHOOLS SUMMERBRIDGE GRADUATES ATTEND

Summerbridge graduates go on to many different public, independent, parochial, and boarding schools, including:

PUBLIC

International Studies Academy
Lowell High School
McAteer High School
Philip Burton High School
Raoul Wallenburg High School
Washington High School

INDEPENDENT

College Preparatory High School
Lick-Wilmerding High School
San Francisco University High School
The Urban School of San Francisco
Marin Academy

PAROCHIAL

Convent of the Sacred Heart
Mercy High School
Riordan High School
Sacred Heart/Cathedral High School
Saint Ignatius College Preparatory
St. John's High School

BOARDING

The Athenian School (CA)
Cushing Academy (MA)
Fountain Valley (CO)
Hotchkiss(CT)
Midland (CA)
Orme (AZ)
Phillips Andover (MA)
Phillips Exeter (NH)
Thacher (CA)
St. Paul's (NH)
San Domenico School (CA)
Robert Louis Stevenson (CA)

Summerbridge graduates are enrolled in colleges and universities throughout the country. The following is a partial list:

Amherst College (MA)
Boston University (MA)
Bowdoin College (ME)
Brown University (RI)
Carnegie-Mellon (PA)
Claremont McKenna (CA)
Columbia University (NY)
Harvard University (MA)
Mills College (CA)
Northwestern University (IL)
Oberlin College (OH)
Sarah Lawrence College (NY)
Stanford University (CA)
Swarthmore College (PA)
University of California, Berkeley (CA)
University of California, Davis (CA)
University of California, Los Angeles (CA)
University of California, Santa Cruz (CA)
University of Chicago (IL)
University of North Carolina, Chapel Hill (NC)
University of the Pacific (CA)
University of Puget Sound (WA)
University of Southern California (CA)
Yale University (CT)

Summerbridge especially helped me during my high school applications. Because of Summerbridge, and because of all the new things I tried in the program, I have more confidence about going into high school.

Tina Flores
Summerbridge 1988
Newbridge 1989
Summerbridge Staff 1990, 1991
Lick Wilmerding High School 1993

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THE TEACHING STAFF

As we move into the 1990's, to capture the interest and potential commitment of young people in their college years or their secondary school years to at least consider the prospect of education as a professional field is absolutely right on target.

Dennis Collins
Founding Headmaster,
San Francisco University High School
President, The James Irvine Foundation

THE STAFF:

Approximately forty-five high school and college students from around the United States annually comprise the Summerbridge staff. The staff is typically divided evenly between high school and college students, between the ages of fourteen and twenty-two. Faculty is selected from a pool of roughly 350 applicants. A number of applicants are returning staff, and many are themselves graduates of the Summerbridge program. Potential teachers must participate in a demanding and comprehensive admissions process to join the Summerbridge staff. Those ultimately invited to come for the summer are characterized by a love of learning and the desire to share their time, talents, and ideas with students and other staff.

At least three-quarters of the high school staff comes from San Francisco; the majority are students at University High School. The remainder comes from out-of-town schools or boarding schools. The college staff come from a variety of colleges and universities. Some of them are graduates of Summerbridge and/or University High School.

Staff in recent years came from the following schools:

HIGH SCHOOL - DAY
The Branson School
Lick Wilmerding High School
Lowell High School
Phillip Burton High School
St. Ignatius College Preparatory
University High School
The Urban School

HIGH SCHOOL - BOARDING
Choate-Rosemary Hall
Fountain Valley
Hotchkiss
Phillips Andover Academy
Phillips Exeter Academy
Thacher School

COLLEGES/UNIVERSITIES
Amherst University
Boston College
Brown University
Columbia University
Dartmouth College
Harvard University
NYU
Northwestern University
Pomona College
Princeton University
Stanford University
UC Berkeley
UCLA
Wesleyan University
Yale University

Staff selection is competitive. A true love of learning as well as a desire to share time, talents and ideas with others characterizes Summerbridge staff members.

MAJOR RESPONSIBILITIES OF STAFF:

It is impossible to specify all of the responsibilities a staff member faces in a given summer. The list below only begins to cover the many duties of Summerbridge Faculty:

- developing curricula for at least three academic courses
- teaching morning academic courses
- designing and teaching at least one afternoon co-curricular course
- serving as a club leader, providing academic advising and personal counseling to a group of students, and leading the club on field trips
- participating as a member of a department for each academic area in which the staff member teaches This involves curriculum development, exchange of ideas, and observing, evaluating, and documenting curriculum
- serving on (and possibly chairing) committees which deal with both curricular and extra-curricular issues in the program
- evaluating students, department, courses, and self

COMPENSATION:

At this time, we are unable to pay the staff salaries. Staff members do receive stipends of between $500 and $700 per summer, payable at the end of the program, based on their years of experience with Summerbridge. Room and board is also provided at no cost for staff from out of town.

Qualified college applicants should <u>not</u> be discouraged because of summer earning requirements. Many colleges and universities will reduce or waive such requirements for students who can demonstrate that they spent the summer doing community service work. In addition, funds are available from third parties (e.g. DANA grants) and Summerbridge has a limited number of financial aid grants.

Students with financial need should discuss their situations with the appropriate member of their college's administration to determine the institution's policy and resources. They are advised to begin planning well in advance of the summer to meet deadlines for outside funding. Students requesting consideration for a Summerbridge financial aid grant should attach a letter to the effect on their applications.

WHY WE HAVE YOUNG PEOPLE AS EDUCATORS:

Summerbridge believes strongly in providing the opportunity for young people to learn firsthand about the craft of teaching. This belief is made manifest in the program's willingness to turn over the major responsibilities for teaching and administering the program to high school and college students. It would be easier and perhaps less time-consuming to have professional teachers fill these roles, but the rewards of seeing high school and college students rise to the challenges they face and the high expectations set for them more than repays the extra effort. In addition, the Summerbridge teachers bring to their task an enthusiasm and freshness of vision that rejuvenates not only the students but the professional teachers who work with them.

No better role models for 6th, 7th and 8th graders could be found than the motivated high school and college staff members who work in the program, many of whom were Summerbridge graduates themselves. The staff are strong students and possess an explicit love of learning. Summerbridge students best learn this rare quality by seeing the energy, commitment, and curiosity that the staff members bring to the program and their own education.

Summerbridge remains committed to providing a service that many other educational institutions do not provide. It allows high school and college students the opportunity to design curricula and teach their own courses rather than learn through observation and teaching an occasional lesson. Furthermore, we are convinced that the young staff motivate the students far more effectively than older, more experienced teachers ever could.

> Andrew is probably the best teacher I've ever had. The topics we covered in Speech and Leadership were interesting and exciting. Andrew made me a better speaker, listener, and thinker. He was funny and involving -- I feel I can talk to him about anything!
>
> Nathaniel Green
> Summerbridge 1989
> Lick Wilmerding High School 1993

HOW WE PREPARE YOUNG TEACHERS:

While staff members may not possess extensive pedagogical knowledge, they certainly possess the heart and desire to teach. High school and college students who are already strong students, who possess intellectual curiosity, and who want to work with young motivated students are capable of teaching at Summerbridge.

The week before the students arrive, the staff takes part in an intensive week-long orientation. During the orientation, the staff attends workshops on lesson planning, promoting study skills and writing across the curriculum, multiculturalism, the education of students at-risk, and the importance of collegiality, as well as subject area workshops with experienced teachers from high schools in the San Francisco area.

These master teachers continue their work with the staff after the orientation by observing classes and providing feedback, advice, and support. Workshops for staff throughout the summer provide theory, methods, and ideas to help the young teachers in their work both in and out of the classroom.

> I had hundreds of moments of triumph: when Rachel showed me a perfectly constructed, well-supported paragraph with fantastic transitions; when Naomi looked at the way we derived the concept of "slope" and said, "Wow, that's cool!"; when I took Justin to the gallery and his face lit up with fascination; when Jorge scored 92% on his final exam; when Chris and I sang the opening lines of Act IV of *Carmen* together...
>
> Alissa Kingsbury
> Summerbridge Staff 1987, 1988, 1989
> Harvard University 1993

STAFF QUALIFICATIONS:

Summerbridge is not a program for those interested solely in teaching, but for people interested in education from all perspectives: administration, counseling, curricular issues, and co-curricular issues. Other qualifications include:

- willingness to be open-minded and share ideas with others
- desire to be a role model for motivated students
- ability to accept as well as to give constructive criticism
- ability to work hard, long hours without much recognition or fanfare
- capacity to be intellectually curious; interest in how kids learn, in developing curricula, and in improving the program
- willingness to confront kids and staff directly, as well as to accept confrontation, which often involves sensitive issues

Most of all, the staff admissions committee seeks staff members who are dedicated to the pursuit of academic excellence for the students, who are committed to strengthening the program, and who are willing to learn from their mistakes as well as from their triumphs.

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STAFF SELECTION PROCESS:

Interested candidates call or send for an application. It is a lengthy application, and asks applicants to generate curricular ideas, reflect on their own educations, and address critical issues in personal and skills development.

High school students, in addition to the written application, must go through "station interviews" in which they are presented with hypothetical situations they could face as staff members and must offer spontaneous responses. High school students must also complete a teaching presentation in which they teach a fifteen minute lesson to a group of adult teachers. This presentation is followed by a candid debriefing and discussion assessing the strengths and weaknesses of the presentation.

THE COMMITMENT BEYOND THE SUMMER WORK:

A decision to join the Summerbridge staff means a commitment to be part of the program beyond the summer. This commitment is threefold: to the program, to the students, and to oneself. The commitment to the program requires giving honest, constructive feedback and suggestions for improvement. Many staff return in following summers to ensure the changes they called for are implemented. The commitment to the students entails keeping in touch, sharing in their achievements, and helping them through challenges and difficult periods, even if only through letters and phone calls. The commitment to oneself is realized in applying the skills and values cultivated at Summerbridge in other arenas. Whether it be pursuing a career in education, encouraging others to be a part of the program, or changing one's own actions and attitudes through reflection on a very full summer, staff members should make every effort to learn and grow from their Summerbridge experiences.

For all their lack of sophistication and worldliness, they have yet to learn that it is not "cool" to get excited about things and let your real feelings show. These kids are so <u>real</u>, and as I return to my eastern Ivy League milieu, I'll remember the lessons these twelve-year-olds taught me -- I'll remember how important it is to laugh when you're happy and cry when you're sad."

Patrick Walsh
Summerbridge Staff 1988
Brown University 1989

STAFF STATISTICAL PROFILE

In 1991, the ethnic makeup of the Summerbridge staff was:

21% Asian
23% Black
46% Caucasian
4% Hispanic
2% Filipino
4% Other

The Summerbridge teaching staff come from all over the country.
Here is a partial list of their schools:

High Schools

The Branson School
Choate-Rosemary Hall
Horace Mann High School
Lick Wilmerding High School
Lowell High School
Isidore Newman High School
Phillips Andover Academy
Phillips Exeter Academy
Saint Ignatius College Preparatory
San Francisco University High School
The American School in London
The Urban School
University High School, Cleveland, OH

Colleges

Barnard
Boston College
Brown
Columbia
Duke
Harvard
Haverford
New York University
Northwestern
Princeton
Stanford
Swarthmore
UC Berkeley
UCLA
University of North Carolina
University of Oregon
Wesleyan
Yale

The staff also grew up in diverse communities around the country and around the world:

Knoxville, TN	Scottsdale, AZ	Ecuador
Hercules, CA	Odessa, PA	Guatemala
Garretsville, OH	Guterville, MA	Haiti
Seattle, WA	Brooklyn, NY	Korea
Schenectady, NY	Miami, FL	Puerto Rico
Honolulu, HI	Durham, NC	Indonesia
New Orleans, LA	Santa Barbara, CA	Thailand
Greenwich, CT	Hillsborough, CA	Guyana

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THE DIRECTORS

Directors' Spheres of Responsibility

Advising/Counseling/Support
- School After School - recruit and train teachers with student coordination
- Middle School Counseling
- High School Counseling:
  - Day School
  - Boarding School
  - Financial Aid
- Student Boards/Student Volunteer Corp
- Recommendations and Advocacy
- Crisis Referral
- Teacher Education Programs
- Alumni Groups

Admissions
- Summerbridge
- Newbridge
- High School Staff
- College Staff - coordinationed nationally
- School After School Staff
- School After School Students

Development/Mentoring
- Launching Summerbridge Prep
- Proposal writing

Publications
- Newsletters
- Brochures:
  - *Summerbridge Brochure*
  - *Newbridge Brochure*
  - *Teaching At Summerbridge*
  - *Applying to High School*
- Program Information Packets
- Summerbridge Applications
- Newbridge Applications
- Staff Application Materials:
  - High School
  - College
  - Returning Staff
- School After School Applications:
  - Staff
  - Students

Summer Programs
- For Students:
  - Summerbridge
  - Newbridge
  - Leadership Workshops
- As a School of Education:
  - Staff in Training
  - Academic Deans
  - Staff Interns
  - Administrative Interns
  - Master Teachers

Coordinating Work With The Summerbridge National Project

- Conference Presentations (1991):
  - College Board NAIS
  - AEGUS NCA ASCD
- Development and Sharing of Materials
- Problem Solving/Consulting
- Networking among programs
- Public Relations/Publicity
- Fund Raising
- 1991 Summerbridge Workshop

Administration
- Strategic Planning
- Program Evaluation
- Modifying established models
- College and High School Project Interns
- InterPacific Collaboration

Relationships And Duties With Host School
- Maintaining strong ties with:
  - Head of School
  - Board of Trustees
  - Faculty and Administration
- Advising and Committee Responsibilities
- Teaching Duties
- Building relations between host school and Summerbridge

The Year-Long Calendar

	September	October	November	December
COUNSELING	• talk with school counselors regarding students with special needs • schedule 8th grade Advising Conferences with students and parents • talk with students making adjustments to new schools • start setting up School after School program recruit and train high school staff • write to all schools to update school application library for 8th graders (brochures, applications, videos) • Newsletter 1 • meet with admissions representatives from local and boarding schools for 8th graders	• continue initial 8th grade advising meetings • start follow-up calls for 9th graders • make sure students have fee waiver forms • see that each student has a list of schools to consider • enroll all current 7th and 8th graders in SSAT's 8th graders: January 1990 7th graders: April 1990 • announce SSAT prep sessions • begin school after-school program for 7th and 8th graders, 2 afternoons a week • start writing recommendations for all students applying to boarding school •heavy use of advising "library" by 8th graders • meet with boarding school representatives • Newsletter 2	• continue writing recommendations for high school seniors applying to college, college seniors applying for jobs and graduate school, 8th graders applying to high school • continue to follow up on 8th grade advising • Newsletter 3 • complete 8th grade high school advising meetings • check on grades of 7th graders; set up appointments for students not doing well • supervise school after-school program	• make sure 8th graders complete their applications goals • complete recommendations • make sure after-school tutorial program is running well • run high school application workshop for 8th graders • wind up school after-school program – evaluations of students, staff evaluations, changes for next year • Newsletter 4
ADMISSIONS	• set dates of summer events for next year • update brochure, work with printer • review school reports & send evaluations of all students to current schools • discuss changes in staff materials • work on Newbridge fact sheet for local high schools to hand out at open houses	• rewrite staff applications, staff materials • copy staff applications and all accompanying materials • start to review and edit Summerbridge applications and Summerbridge Admissions Committee applications • review and edit Newbridge applications and Newbridge applications process	• copy 1,200 Summerbridge applications, 200 Newbridge applications, 400 college application packets, 100 high school application packets	• mail Newbridge applications to 8th grade counselors and all current 8th graders • mail Summerbridge applications and cover letter to 6th grade teachers and counselors. Call schools first to verify if any changes ave occurred.
UHS	• meet with Freshman Curriculum/Freshman Advising Committee for UHS regarding new students who attended Newbridge • schedule all SB/NB activities	• arrange All School Meeting for UHS student body	• begin teaching colloquim to exchange ideas between UHS Summerbridge staff and UHS faculty	• host a holiday party for students and staff
SBNP	• share materials, swap ideas, phone, fax, mail. ⟶ • receive visitors ⟶			

The Summerbridge National Project ⟶

The Year-Long Calendar

	January	February	March	April
COUNSELING	• help 8th grade families with financial aid forms • hold Summerbridge Winter Meeting for all 7th graders; focus on reenrollment, study skills workshops, and SSAT preparation and registration	• start organizing spring School After School program; contact students and teachers • contact admissions directors of high schools regarding Summerbridge applicants	• school after-school tutorial program begins	• Summerbridge 7th graders take SSAT • counsel 8th graders about the choices they have for high school • counsel students who are "wait-listed" • continue school-after-school program
ADMISSIONS	• set up all Summerbridge recruitment appointments with 6th grade teachers; this takes time • start classroom presentations for 6th graders • select Admissions Committee • rewrite and copy all application materials	• complete classroom presentations • plan Informational Evening for 6th graders • Skills Test for all Summerbridge applicants on math and writing (4 dates) • complete 7th grade re-enrollment • determine the number of open spaces in 2nd year class. Talk with 7th grade counselors at target schools. • heavy phone month from potential 6th grade applicants • train Summerbridge Admissions Committee to read and evaluate student files	• work intensely with Summerbridge Admissions Committee • complete testing of Summerbridge students • start active Newbridge recruitment • select staff admissions committee • prepare all accept and deny letters • heavy data entry: all applicants are entered into a database; sixth grade applicant data is extensive	• test all Newbridge applicants • complete Newbridge enrollment; give financial aid awards • start to write course catalogue • mail Summerbridge admit packets and deny letters • receive student contracts back in the mail
STAFF	• complete, organize, and copy all application packets: Summerbridge & Newbridge High School Staff College Staff Reapplying High School and College Staff • mail college staff application packets to colleges aroudn the country; send to Career Planning offices and Education Departments • mail high school staff application packets to local high school and boarding schools • mail students applications to schools	• heavy phone and mailing period for high school and college applications • recruit UHS faculty to observe and evaluate high school teaching presentations • recruiting presentations for high school staff at local high schools • select staff admissions committee from former/current staff • train committee to run station interviews	• heavy phone and mailing period for college applications • high school admissions process; written applications due early March • select head of executive committee • continue high school staff applications: station interviews teaching presentations • college applications due in mid-March	• staff admissions committee meetings to select staff • put together substantial packet for accepted staff applicants. This includes curriculum material, health forms, etc. • hold high school dinner • meet with potential master teachers • recruit master teachers • contact orientations speakers if different from master teachers • choose Dean of Faculty

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The Year-Long Calendar

	May	June	July	August
OFFICE	• complete both morning and afternoon course catalogues; mail morning catalogue to students • plan Orientation Evening for 7th, 8th, and 9th graders and their families • begin scheduling students into morning classes • mail out afternoon classes and schedule students • finalize student roster; process all medical forms • send first mailing for Occupational Field Trip Day	• set up school for Summerbridge/ Newbridge; use many student volunteers to make signs, decorate rooms, create a welcoming feeling! • enter all student schedules into computer • put students into advising clubs • print and mail student schedules • set visitation schedules • complete student schedules	THE SUMMER PROGRAM Program lasts seven and a half weeks, including staff training and evaluation.	• close program • mail evaluations to student's home student's current school If Newbridge, their 8th grade school as well as their high school • make sure campus is ready for the high school in the fall • celebrate the summer with displays of student academic and art work and photos
STAFF	• process staff contracts • work with high school staff to plan Orientation Evening • mail staff teaching schedules • appoint department and committee chairs; work with them to begin planning the summer	• arrange housing for out-of-town staff; mail housing information to both families and out-of-town staff • train Executive Committee for leadership roles; organize a leadership retreat • plan staff training • start program and turn it over to Executive committee and Dean of Faculty		
SNP	• host visitors interested in Summerbridge model →			

The Summerbridge National Project ——————————————————→

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The Summer Calendar

A list of activities organized and coordinated by student administrators

	Orientation	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Evaluations
SPIRIT DAY	• organize • contact judges	• meet with judges						
SCAVENGER HUNTS	• organize			• give awards for best answers				
CITY DAY/ CITY HALL DAY	• organize							
CAREER SPEAKERS	• contact speakers	• confirm speakers • students sign up				• send thank you letters		
OCCUPATIONAL FIELD TRIP DAY	• set up resume board with examples of good resumes and instructions	• resumes due	• confirm placements • place students • send resumes		• send thank you letters			
T-SHIRTS	• design and pick up staff shirts	• announce design contest for students			• give awards for best design • send design to printer	• pick up shirts • sell		
CLUBS	• call club members before program starts	• select a name • plan for Spirit Day	• select Workathon placement	• design and finish club posters	• plan club dinner	• dinner after Olympics		
WORKATHON	• brainstorm ideas for locations	• encourage students to get pledges	• organize clubs	• send newsletter to parents	• collect money	• thank students and clubs that collected the most money		
OLYMPICS				• organize	• have students sign up for events	• send newsletter to parents		
CELEBRATION								
SONGS		• select song leaders	• select music • write lyrics • choreograph	• song practice	• song practice	• song practice	• final song practice	
SET-UP					• contact Janitorial staff about needs for the night	• set up chairs in the auditorium	• put up student art and work exhibits	
ACTIVITIES						• organize and schedule post-program events		
FORMS						• design program • send invitations to families, former staff and former students	• make signs Saturday Night	

☆ - event happens in this week

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The Summer Calendar

Typical weekly activities for student administrators and office assistants

Orientation	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Final Week
• make Club Activity Sign-up board • plan All School meeting activities and announcements for first week • get school ready for program: set up auditorium, decorate school with posters, signs, staff pictures, student pictures • purchase materials: cleanup equipment, office supplies, dance equipment, art supplies, athletic supplies • plan staff dinner • committees meet • teachers meet with master teachers to plan courses • finish lesson plans for first week • read students' files	• organize Pullout Program for homework help • organize first dance • organize afterschool events (field trips, sports, library supervision) • hold Out-of-Town staff breakfast to check up • master teachers visit classes, give feedback • make thank you cards and skits for master teachers • plan staff retreat for July	• staff retreat	•start giving parent conferences	• hold evaluations workshop to discuss writing student evaluations	• organize afternoon class "showcase" presentation from mini-courses • purchase additional art materials for show • literature teachers meet to discuss final exams • send evaluation forms to printer • get blue books for literature exams, purchase additional art	• literature final exams • hold mini-course "showcase" • plan staff final banquet • students write evaluations of the program • staff write, copy, file student evaluations	• final department meetings, wrap up, finish department files • clean school; return materials and supplies • staff writes program evaluations • hold staff banquet

• schedule parent conferences, make sure staff write comments about students and lead actual conferences (conferences continue through September)

• post daily newsletter for staff ——————————————————————→

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SUMMERBRIDGE SAN FRANCISCO --Est. 1978
BUDGET FALL '91 - SUMMER '92

The program serves 190 students: 140 middle school students and 50 high school and college aged staff

SALARIES/BENEFITS		
01-554002-H	Administrative (2 Full Time Directors)	64,000.00
01-554003-R	Office Staff (1/2 AA + Interns)	14,000.00
01-554004-R	Master Consultants/Deans of Faculty	2,500.00
01-554006-R	College Faculty/Interns	15,000.00
01-554007-R	High School Faculty/Interns	12,000.00
01-554008-R	FICA	8,200.00
01-554009-R	Financial Aid Stipends	3,000.00*
01-554010-R	Benefits	5,500.00
ADMINISTRATIVE		
01-554021-R	Staff Training (includes staff shirts)	1,800.00
01-554022-R	Supplies/Copier	3,000.00
01-554023-R	Postage	3,000.00
01-554024-R	Telephone	2,000.00
01-554025-R	Memberships/Periodicals	300.00
01-554026-R	Recruitment	500.00
01-554027-R	Student Insurance	450.00
01-554028-R	Miscellaneous	500.00
INSTRUCTIONAL		
01-554041-R	Materials/Books	1,600.00
01-554042-R	Arts -- Classes, Displays, Photography	1,200.00
01-554043-R	Athletics	200.00
01-554044-R	Clubs/Mini Courses	300.00
01-554045-R	Field Trips	1,000.00
PROMOTION/PUBLIC EVENTS		
01-554061-R	Publications, Recruitment	2,000.00
01-554062-R	Celebrations, Entertainment	1,500.00
01-554063-R	Conferences/Prof. Development/Modeling	3,000.00
OPERATIONS/MAINTENANCE		
Rent		IN-KIND
Janitorial		400.00
Utilities		IN-KIND
Equipment repairs		200.00
Transportation		200.00
STUDENT/STAFF SUPPORT		
01-554072-R	Fees	500.00
01-554073-R	Testing	500.00
01-554074-R	Breakfast Program	1,500.00
01-554076-R	Miscellaneous (buses, T-Shirts, clothing)	600.00
CAPITAL PURCHASES		
01-554080-R	Computer Equipment and Office Furniture	2,500.00
	SUBTOTAL	152,950.00
*DEDUCTIONS		
Financial Aid Stipends - Raised Independently- Restricted Funds		-3,000.00
	TOTAL	149,950.00

Summerbridge
San Francisco

San Francisco University High School 3065 Jackson Street, San Francisco, CA 94115 (415) 346-8400

SUMMERBRIDGE FACT SHEET

Summerbridge: A tuition free, year-round comprehensive program for high potential middle school students — more than 80% of whom are students of color — from San Francisco public and parochial schools. Summerbridge includes two six week intensive academic summer sessions, year round counseling and advocacy, after school classes and tutorials, high school advising and continued work with program graduates through high school. All teaching is done by talented high school and college students, more than half of them people of color. Summerbridge has been a program of San Francisco University High School since 1978.

OBJECTIVES:

- Encourage and prepare students from public and parochial middle schools to enter and succeed in strong academic high schools.
- Ensure the success of our graduates in high school and beyond through counseling, referral and advocacy.
- Encourage and prepare young people, especially students of color, to become educators.

RESULTS:

- 92% of our students have gone on to college preparatory high school programs in public, parochial, independent day and boarding schools.
- Summerbridge graduates are enrolled in more than two dozen selective colleges across the country.
- 64% of our college-age teachers have chosen education as a career after graduation.

STUDENTS:

- Recruited from public and parochial schools through class room presentations and concerned educators and community leaders.
- Students commit to two summers, an optional third summer, afterschool classes during the school year, reunions, work shops, and high school counseling during the 8th grade.
- Fifty motivated 6th graders selected annually from over 250 applicants.
- 120 students (rising 7th, 8th and 9th graders), representing the economic and ethnic diversity of the San Francisco area, with special consideration for students with limited opportunities.

TEACHERS:

- Recruited from high schools and colleges across the country.
- Forty five selected from over 300 applicants.
- Provided with training and support by master teachers, two deans of faculty, and returning Summerbridge teachers.
- Responsible for classroom teaching, student advising, evaluation, and summer program administration.
- Provide mentoring and friendship to the students.

THE SUMMER PROGRAM:

- Each student takes:
  - 5 academic classes in the morning. Classes offered include Literature, Writing, Math, Science (with laboratory work), Foreign Language, Social Studies, and more.
  - 2 afternoon co-curricular classes, field trips, workshops and afterschool activities.
- Classes are small — four to nine students per class, with many tutorials.
- The curriculum is demanding, skill-based, multicultural, multi-level, stresses leadership and prepares students for success in college preparatory high schools.

THE LONG TERM INVOLVEMENT:

6th Grade: application, admission, placement, course selection, pre-summer tutoring for some students.
Summer: first summer of program: learning, mentoring, adventure.
7th Grade: afterschool classes and tutoring, SSAT, continued academic commitment at school, reunions and workshops, personal and academic counseling.
Summer: second summer of program: more challenging academics, leadership skills.
8th Grade: high school counseling and applications, afterschool classes, SSAT, reunions and workshops, continued support.
Summer: third summer for students needing extra work to be ready for a college preparatory high school program.
High School: ongoing counseling and opportunities; many graduates return to teach at Summerbridge in San Francisco or across the country.

STAFF: Summerbridge is run year-round by two full-time directors, a full-time administrative assistant/project coordinator, and many volunteers.

HISTORY: Summerbridge was created in 1978 by the University High School Board of Trustees as a way of reaching out to students in the San Francisco community. It began with 35 students, 5 adult teachers, and 10 student aides, and has evolved over fifteen years by learning from its students, teachers, and community supporters.

FUNDING: Partial funding for Summerbridge is provided by the InterPacific Group. Sustaining funds are raised through San Francisco University High School. Summerbridge San Francisco is currently building an endowment.

THE PROGRAM AS A MODEL: Summerbridge San Francisco serves as a model for institutions seeking to create their own Summerbridge programs. For further information, call Summerbridge National at (415) 749-2037.

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